

Module 9: Program Planning and Development

Overview

This module is designed to address the concepts of early learning program mission statements, introduce licensing Washington Administrative Codes (WACs), and identify the types of records kept in early learning programs.

Student outcomes

Student Outcome	Washington State Core Competency	Corresponding WAC	
		Centers	FHCC
Outcome A The student will describe staff member's responsibilities in carrying out the program's mission statement.	<i>Content Area VII: Program Planning and Development-Evaluation</i> 1a. Behaves as a responsible staff member and participates in the program team. 2a. Supports the program mission statement.	WAC 170-295-0070 WAC 170-295-1060 WAC 170-295-1070 WAC 170-295-1080	WAC 170-296A-2375
Outcome B The student will relate program policies to specific Washington licensing rules and laws.	<i>VI: Program Planning and Development-Evaluation</i> 1c. Complies with program policies and state child care licensing rules and laws.	WAC 170-295-0001 WAC 170-295-0060	WAC 170-296A-2350
Outcome C The student will identify what, where and how records are kept.	<i>VII. Program Planning and Development-Evaluation</i> 1b. Keeps appropriate records.	WAC 170-295-1080 WAC 170-295-7010 WAC 170-295-7050 WAC 170-295-7080	WAC 170-296A-2000



Required Reading

1. *Child Care Center Licensing Guidebook* (2nd ed., DEL 2006)

Outcome A: pp 34-37 ("What topics must my new staff orientation include?" – see page 34 under "Orientation...B. Goals and philosophy of the agency")

Outcome B: page 1 ("What gives authority to the Department of Early Learning to license child care and charge licensing fees?")

Outcome C: pp 223-224 ("What information must be kept in the child's individual file?"), page 226 ("Am I required to keep licensing information available on-site for parents to review?"), pp 226-227 ("What personnel records and policies must I have?"), and pp 230-31 ("What am I required to post in the center?")

Accessed online at:

<http://www.del.wa.gov/publications/licensing/docs/ChildCareCenterLicensingGuide.pdf>

Module 9: Program Planning and Development

2. *Washington State Family Home Child Care Licensing Guide* (2nd ed., DEL, 2013) Section 6, all pages “Recordkeeping, Reporting, Posting and Policies”

Videos supporting this Module

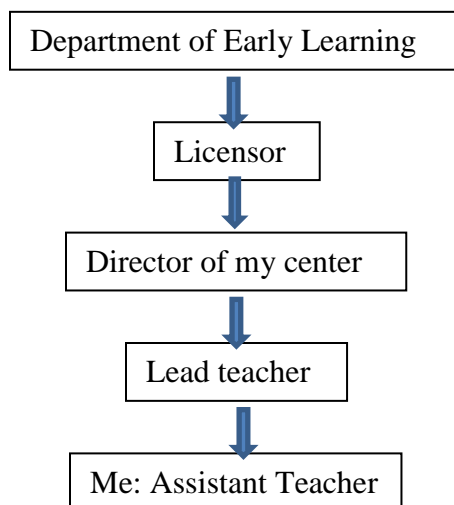
1. A five minute video clip focusing on helping family home child care providers write their mission statement can be found here:
<http://www.youtube.com/watch?v=H7ak710tUCM>
2. A brief video clip that demonstrates feelings about maintaining confidentiality in the human services field including child care, can be found here:
<http://www.youtube.com/watch?v=oKGtJE84wIQ&list=PL1D8D80AFBD47B8B7&index=2>

Introduction

This module will address mission statements, the Washington State Administrative Code, and recordkeeping in early learning programs. To open this module, post the Department of Early Learning’s mission statement on a flipchart or overhead if available:

“The Department of Early Learning develops, implements and coordinates system oversight to early learning policy and programs that create safe, healthy, nurturing learning experiences for all Washington children.”

Using a flowchart or stair-step model, have participants list the “steps” or markers that show connection between them and the Department of Early Learning. An example might look like this:



This should stimulate thought or discussion about how a mission statement directly impacts those who work toward a common goal.

Module 9: Program Planning and Development

Outcome A

The student will describe staff members' responsibilities in carrying out the program's mission statement.



Discussion Questions

1. Is it necessary to have a mission statement in place to apply for a child care operating license in the state of Washington?
2. What are the responsibilities of staff and directors to share the mission statement with children and families?
3. How should staff members show understanding of the program's mission in their daily practice?



Presentation

Mission statements

All programs are developed because of an idea that one person or a group of people had in creating an early learning environment. A mission statement connects this original vision or idea for the program with what the program actually does on a daily basis. Mission statements give staff and families a clear idea of how the program's views and philosophy are part of their daily practice. It is important that all the stakeholders in the early learning environment have knowledge of and adhere to the program's mission.

In early childhood education programs, mission statements carry great meaning and are an important part of the program. Mission statements can also be called vision statements, because they typically describe what makes a program unique or explain the overall vision of the program. Not all mission statements look alike or even contain the same information.

Writing a mission statement can be done by the program's board or larger community involving parents, children and staff together. The mission statement can be a "work in progress" or evolve over time as the community of learners changes or grows. Here are some ideas to help shape your program's mission statement:

- Revisit the ideas of how and why the program began.
- Think about how the program should grow.
- Describe what is special and valued in the program.
- Communicate the services that your program offers to children, families, staff and volunteers.
- Include philosophies, beliefs and goals.
- Think about when you'd like to re-write or review the mission.

Good mission statements are short and succinct, memorable, and inspiring.

Module 9: Program Planning and Development

Once completed, programs need to decide how the mission statement will be shared. Some ideas include:

- Posting the statement in a public area in the early learning environment
- Placing it in the program's handbook
- Printing it on flyers or forms that will be distributed to families or the public
- Adding it to the program's newsletter or web site.

Be sure to also include it in the orientation of new families and staff and ask for feedback.

Mission statements should not be 'fluffy' or include information that does not relate to the program philosophy. Once a program's mission statement is written and shared, it is the responsibility of those who work within the program to keep it in mind as they provide day to day care and education for the children and families they serve.



Interactive Learning Activities

Option 1: Reviewing NAEYC's mission statement

Materials Needed

- NAEYC Mission statement, at: <http://www.naeyc.org/about/mission>.

Begin this activity by reading (individually or as a group) the NAEYC Mission statement. Then in pairs or small groups, discuss the following:

1. Who do you believe had a stake in writing NAEYC's mission statement?
2. Why do you believe the mission statement for NAEYC also includes a statement of the philosophy and values of the agency?
3. Is it necessary for each program to have a mission that also includes philosophy and values? Why or why not?
4. Do you think NAEYC's mission statement should be used universally at all early learning centers in the United States?

How could you, as a staff member for an early learning program, show in your daily practice that you support NAEYC's mission statement?

Option 2: Identifying what makes a quality mission statement

Materials Needed

- **Handout 1, "Mission Statements"**
- Highlight markers

Working in pairs or groups, read each of the mission statements on **Handout 1**. Using highlight markers, highlight parts of the statement that you feel make a high quality

Module 9: Program Planning and Development

program. Then, assign each pair or group a mission statement from the handout. Ask each group to reflect on five ways they can carry out their programs' mission statement in their daily interactions with children and families.

Outcome B

The student will relate program policies to specific Washington licensing rules and laws.



Discussion Questions

1. Who needs to be licensed in Washington State?
2. Where can I find the WACs for a center? WACs for a family home child care center?
3. What is my responsibility as a staff member in a program in terms of knowing the WACs?



Presentation

Each employee and volunteer in a child care program is responsible for completing a number of forms for complying with certain licensing rules and policies in order to maintain their employment with the program. In addition, if a center employs more than five people, certain written policies must be in place and discussed with each employee that is hired. Each employee will have a personnel file with required items that will be monitored by the licensor.

During a monitoring visit, the licensor will review if the program is in compliance with the licensing rules, also known as WACs or Washington Administrative Codes. The WACs can be found in a document called the *Child Care Center Licensing Guidebook* or the *Family Home Child Care Licensing Guide* as well as online. The guidebooks are used as primary texts this course and assist everyone who works in early learning programs to implement the requirements of licensing. Both the *Center Guidebook* and the *FHCC Guide* are useful resources, helpful in answering questions and guiding day-to-day practice. Sometimes addendums and additions are made to the WACs. Updates will be posted on the Department of Early Learning's website.

As you begin your work with children, it will be necessary for you to be aware of the Washington State licensing rules, and to be able to find the information quickly and accurately if needed. You have probably noticed as you look through the Center Guidebook or FHCC Guide in this course that the WACs are divided into sections including:

1. Licensing
2. Staffing
3. Program
4. Health and nutrition
5. Care of Young Children

Module 9: Program Planning and Development

6. Safety and environment
7. Agency practices
8. Records, reporting and posting

Within each section are listings of the WACs written in numerical order. Family Child Care WACs have a letter A in the middle sequence of numbers listed for the WAC. If a center fails to comply with the WAC, civil fines can be imposed or in some cases licenses can be denied, suspended, or revoked.



Interactive Learning Activities

Option 1: Going on a WAC hunt

Materials and Resources Needed

- **Handout 2 “Going on a WAC Hunt”**
- Copies of the *Childcare Licensing Guidebook* or the *Family Home Child Care Licensing Guide*

Begin by reading WAC 170-295-0020, Who needs to become licensed? Discuss together the need for WACs and how they are related to licensed child care facilities.

Then, working in pairs, ask students to complete the “Going on a WAC Hunt” exercise from **Handout 2**, using either guidebook to assist with answers. They will need to find the page number for the WAC listed, write down exactly what the question is, and interpret what it means to them as a provider. Students can choose to find either the center WAC (the first one listed), or the Family Child Care WAC (the second one listed). Once completed, discuss the findings as a large group:

1. What did you discover about the WACs while completing the activity?
2. Were you surprised by any of the WACs?
3. Can you see how the WACs will influence your day-to-day practice in caring for children? Why or why not?

Option 2: Right WAC or wrong WAC?

Materials and Resources Needed

- **Handout 3 “Right WAC or Wrong WAC?”**

Distribute the **Handout 3**. Working in pairs, ask students to complete the “Right WAC, or Wrong WAC” activity using either guidebook to assist with answers. Once completed, discuss the findings as a large group:

Module 9: Program Planning and Development

Outcome C

The student will identify what, where and how records are kept.



Discussion Questions

1. What type of records will you be responsible for keeping as a child care provider?
2. Where are the records kept?
3. What do we do with confidential records?
4. What types of information can be posted in the center for all to view?



Presentation

Section 8 of the *Child Care Center Licensing Guidebook* and Section 6 of the *Family Home Child Care Licensing Guide* address records, reporting and posting.

Recordkeeping has always been an important aspect of a staff member's duties and each program may have different ways of managing records. Licensing laws require that some records are kept and updated annually. Some programs may add additional record keeping responsibilities to the staff member's job descriptions.

In your reading you will learn what types of information becomes documented and kept as records, and what doesn't. Some records need to be posted (such as mission statements), some kept confidential, and some must be made available to DEL during licensing visits. This information is determined by a combination of WACs, individual program policy, and whether or not the program is in a family home or classroom. Examples of documentation and records include:

- The center's or program's mission statement
- Children's immunization and attendance records
- Incident reports
- Children's individual class work, IEP or assessments
- Personnel records
- Food program records

Your textbooks provide the details on all records that are required, how long they need to be kept, and ways of communicating vital information to families, staff and DEL. Each program is unique in how it will carry out this responsibility. The one commonality is: information about a child or family that is considered confidential information should be kept in a safe place where it cannot be accessed by the general public. It is your responsibility as a provider to maintain that level of confidentiality.

Once a program is licensed, the licensor will do a monitoring visit at least once every 12 months if you're a child care center provider, and at least once every 18 months if you're a family home care provider. During the visit, the licensor will check to make sure documentation systems are in place and accurate records are maintained.

Module 9: Program Planning and Development

Parents and family members can find out about the early learning program's policies through on-site postings and through the program's handbook. Examples of information available for family members to view include recent checklists for meeting licensing requirements, and licensing compliance agreements. A comprehensive list of information that needs to be posted on-site can be found in the guidebooks.

Your personnel file should be kept up-to-date with all the required information. Some programs have found it useful to include a checklist in the front of each staff member's file in order to keep accurate records. An example of a checklist can be found in the *Center Guidebook* on page 227 or the *Family Home Child Care Licensing Guide* on page__.

Although many of the responsibilities of reporting and recordkeeping may be completed by a director or program supervisor, it is important for you to be aware of the information and documents required by DEL, and what information will need to be continually updated. For example, if you change addresses or phone numbers, be sure to update your employment file. When you complete additional STARS trainings, follow up to make certain these are recorded in MERIT and that both you and your director have copies of your certificates.



Interactive Learning Activities

Option 1: Does this require confidentiality?

Materials Needed

- **Handout 4 “Does this require confidentiality?”**
- Copies of both the *Center* and *Home Licensing Guides*

Read each of the statements on the chart found on **Handout 4** and determine if the statement should be part of the child's confidential record that is locked in the director's office, or information that can be stored in the child's portfolio within the classroom (and could therefore be picked up and read by the family, support staff, or the children themselves). After everyone has had a chance to complete the chart, discuss the results as a class, referring to the guidebook for assistance.

Option 2: What would you do?

Materials Needed

- **Handout 5 “What would you do?”**
- Copies of both the *Center* and *Home Licensing Guides*

Module 9: Program Planning and Development

Divide the class into 10 groups (if there are not enough students, have them work individually or in pairs.) Assign each student or pair one scenario from **Handout 5**. Have students use their guidebook(s) to research ways to resolve their issue. Some scenarios involve specific information found in the WACs, while others involve deeper reading regarding recordkeeping and confidentiality. Have students or pairs explain their findings to the class.



Closing Activities

Option 1: Ball toss circle

Materials Needed

- Small, soft ball

Ask the group to stand in a large circle and gently toss a small soft ball (like a Kush or Nerf) to a participant and ask her/him to:

- Name one new thing s/he learned today or thought was particularly important (explain that they can say pass if nothing comes to mind at the time).
- Next s/he tosses the ball underhand to another participant to answer the questions and so on until whole group has participated.

Option 2: Written goals

Materials Needed

- Index cards, pens

Pass out index cards to students and ask them to:

- Write their name on one side.
- On the other side list one thing they want to do (or do differently), or an idea they will try as a result of today's module.

Take the cards home and look at them before the next module to see if they have done what they wrote or not. Or, the trainer could collect the cards and return to participants at start of next module



Assessment of Learning

Have students take the quiz on **Handout 7, "Check for Understanding"** OR use **Handout 5, "What would you do?"** as another way to assess student learning.

Module 9: Program Planning and Development

Handout 1

Mission Statements

Mission statement #1

The ABC Childcare Center exists to provide a safe, developmentally appropriate environment for preschool and school age children. Our focus is to provide a stimulating early care and education experience which promotes each child's social/emotional, physical and cognitive development. Our goal is to support children's desire to be life-long learners.

Mission statement #2

Bright Eyes is a Diverse Learning Community committed to programs of excellence for children, their families, and educators that embody best practices of early childhood education and promote collaborations that help all children realize their full potential.

Mission statement #3

We are a leader in child education and family solutions, which impact and inspire lifelong learning.

Mission statement #4

The mission of the Little Cowboys Child Care is to provide quality early childhood care for the children of parents working at the University of Wyoming. We offer both full and part-time programs. Our program is designed to meet the special needs of infant, toddler and preschool children in a safe and nurturing environment. Our goal is to strengthen the bridge between your work and family life by creating a special place that supports them both.

Mission statement #5

The mission of the Viking Child Care Center is to provide safe, affordable, high quality child care for the Viking Valley community. The Viking Child Care Center provides a cognitively-based program for children ages six weeks to five years. We provide a home-like environment where children are encouraged to develop at their own pace. The Viking staff is committed to the families we serve, providing support and encouragement.

Mission statement #6

At Miss Tami's Family Child Care Center, we provide a home environment that stimulates the whole child.

Mission statement #7

Little Kidz Academy is a family child care home caring for no more than 10 children ranging in ages from 6 weeks to 12 years. This family child care home strives to provide a safe and fun environment for the children attending to learn and grow in. All activities will be developmentally appropriate for the ages and stages that each individual child is in. The program will facilitate the development of the children by observing and implementing a lesson plan that coincides to the development of all the children and their interests.

Module 9: Program Planning and Development

Handout 2

Going on a WAC Hunt

WAC #	Page #	What does it say? (Each WAC has a question—copy that question)	What does it really mean? (How do you interpret it?)
WAC 170-295-0001 or WAC 170-296A-0001			
WAC 170-295-0060 or WAC 170-296A-1275			
WAC 170-295-2090 or WAC 170-296A-5600			
WAC 170-295-5020 or WAC			
WAC 170-295-1070 or WAC 170-296A-1910			
WAC 170-295-5010 or WAC 170-296A-4075			
WAC 170-295-5170 or WAC 170-296A-4800			
WAC 170-295-6040 or WAC 170-296A-6275			
WAC 170-295-6050 Or WAC 170-296A-8225			

Module 9: Program Planning and Development

Handout 3

Right WAC or Wrong WAC?

Read each of the WACs below. Using the Guidebook as a reference, determine if the WAC is correctly written. If not, rewrite the WAC correctly.

1. WAC 170-295-4010

At what age can we accept infants into care?

You must not accept in to care an infant who is less than 6 weeks of age.

Correct? Incorrect (rewrite here):

2. WAC 170-295-4080

When should I begin toilet training?

Toilet training is initiated in consultation with parents.

- Using positive reinforcement
- Cultural sensitivity
- Not using food as reinforcement, and
- Following a routine established between the parents and you

Correct? Incorrect (rewrite here):

3. WAC 170-295-0001

What gives the authority to the Department of Early Learning (DEL) to license child care and charge licensing fees?

- The rules for child care centers are governed under chapters 43.215 of the RCW
- The rules establishing licensing fees are adopted under authority of the RCW 43.20B.110

Correct? Incorrect (rewrite here):

4. WAC 170-295-2020

How long can a child be at the center?

The child may remain in care a maximum of 8 hours or less each day. If needed, you may extend the time based upon the parent's typical work schedule and travel from and to the center.

Correct? Incorrect (rewrite here):

Module 9: Program Planning and Development

5. WAC 170-295-2050

Must we provide rest periods?

You must:

- Offer a supervised rest period to a child who is:
Five years of age or younger and in care for more than seven hours; or
Showing need for rest; and,
- Allow a child thirty-five months of age or younger to follow an individual sleep schedule, and plan alternative quiet activities for the child who does not need rest.

Correct? Incorrect (rewrite here):

6. WAC 170-295-3090

How do I handle leftover medication?

You must not keep old medication on site. When a child is finished with a medication, you must either:

- Give it back to the parent; or
- Give it to another child that has suddenly gotten a fever while in care.

Correct? Incorrect (rewrite here):

7. WAC 170-295-3170

What are the food service standards I am required to meet?

You must maintain on site at least one person with a Washington State Department of Health food handler's permit to:

- Monitor and oversee food handling and service at the center, and
- Provide orientation and ongoing training as needed for all staff involved in food handling. Anyone cooking full meals must have a food handler's permit.

Correct? Incorrect (rewrite here):

8. WAC 170-295-1060

What initial and ongoing state training and registry system (STARS) training is required for child care center staff?

After completing this course, you are considered complete by the Department of Early Learning and no further requirements apply.

Correct? Incorrect (rewrite here):

Module 9: Program Planning and Development

Handout 4

Does this require confidentiality?

All of the forms listed in the table below are records that must be kept on the premises of a child care center and readily available to the director, or the staff person in charge. They must also be easily accessible in case of an emergency. Some records must be kept in a separate file to maintain confidentiality. Using either of the guidebook sections on Records, Reporting and Posting, determine if the record listed should be kept confidential, or could be kept in a place that is accessible by all.

Should be confidential	Can be in a Portfolio	
		The lead teacher's food handler's permit
		A child's immunization record
		The last accident report when the child fell
		The month's snack menu
		An anecdotal record of the child's physical development and growth
		Dietary restrictions of a child
		A child's registration form
		Written consent from the parent/guardian regarding medical care in an emergency
		Last week's art project
		The child's daily attendance report
		Parent's work phone numbers
		A picture of the child participating in circle time
		The child's dentist's name and contact information
		The names of individuals who have permission to pick up the child from the center
		Instructions regarding medications prescribed to the child
		A sample of the child's handwriting or journaling
		A health screening of the child including his height and weight
		Copies of restraining or court orders for parental guardianship
		Documentation of the child's speech language delay
		Authorization forms for field trips and transportation
		Daily record of the child's toilet training progress
		Parental income
		A copy of the teacher's first aid certification

Module 9: Program Planning and Development

Handout 5

What would you do?

Scenario 1: You just got hired at Director at ABC childcare. The last director left quickly and as you walk into the room, you notice four large boxes of records on the floor. Some of the records date back seven years. What would you do?

Scenario 2: There has been a water line break in your center and it damaged some records from the kitchen. The snack menus have been partially destroyed. You notice some menus are from two years ago, others are from one month ago. Which records do you save?

Scenario 3: You are the assistant teacher in a preschool classroom. You are cramped on space and need to shred some documents. You decide the 2006 attendance records are ones you can shred. A colleague questions your decision. What do you do?

Scenario 4: The licenser comes to your center for a monitoring visit three months after the toddler teacher has left the center. She wants to see the lesson plans for the toddler room. Which lesson plans should you show her?

Scenario 5: A child enrolls in your program whose immunization record is blank. What do you do?

Scenario 6: A child in your classroom has spiked a fever of 102.5 and you need to contact the parents. You try to call the parents, but all the phone numbers on the emergency forms have been disconnected. How could this situation have been avoided?

Scenario 7: Your program supervisor was in a severe car accident and is going to be out of the center for several months. Do you need to report this to licensing?

Scenario 8: The Director calls you into her office because your file is incomplete. She says that you do not have your STARS hours for last year documented. How many continuing hours do you actually need and where could you find that information?

Scenario 9: You own a family child care center and employ a local high school girl to come in after school and help you with waking the children and transitioning them to snack. What kind of background information is needed for this helper?

Scenario 10: You own a family child care center that has been housed in your converted garage. You have recently found a property close by with a beautiful dedicated room that you envision making the heart of your center. What do you need to do to move your license to the new home?

Module 9: Program Planning and Development

Handout 6

☒ Check for Understanding (10 Points)

Choose the best answer to demonstrate your understanding of Module 9.

1. A statement that communicates how a center performs its daily practice and might include the program's goals and philosophies is called:
 - A. A program philosophy
 - B. Licensing goals
 - C. A mission statement
 - D. A director's vision
2. True or False: Everyone who works in an early learning center should be aware of the program's goals and mission while they carry out their day-to-day practice.
3. True or False: According to the licensing guidebook, it is not necessary for a center to publish its mission statement in the parent guidebook.
4. WAC is an acronym for:
 - A. Washington Allied Centers
 - B. Washington Administrative Centers
 - C. Washington Administrative Code
 - D. Washington Accumulated Codes
5. True or False: Some records kept in an early learning center must be kept confidential and should be kept secure in the director's office.
6. True or False: Some information about a center's license should be available to all parents on-site and posted for all to read.
7. Which of the following is not part of a child's records:
 - A. A completed enrollment application
 - B. Health history of the child
 - C. Directions to the child's primary residence
 - D. A copy of the child's immunization record
8. True or False. It is not necessary to keep copies of lesson plans on file from your classroom for licensing visits.
9. Which of the following records must be kept in a secure place within a facility because they are considered confidential?
 - A. Last month's fire drill documentation
 - B. A copy of the snack menu from last month
 - C. A copy of the child's latest art project
 - D. A referral to a speech language therapist for a child

Module 9: Program Planning and Development

10. Mission statements for an early learning center:
- A. Give staff and families a clear idea of the program's philosophy
 - B. Can be copied off the internet from a reliable source
 - C. Is something that is written to satisfy the board of directors of a center
 - D. Can be ignored
11. True or False: The mission statement for a center can be a "work in progress" or evolve over time.
12. True or False: Mission statements should be shared with the caregivers, families and program staff.
13. Characteristics of a good mission statement include:
- A. Brief
 - B. Memorable
 - C. Inspiring
 - D. All of the above
14. True or False: Documentation of 10 hours of annual STARS training must be part of the employee's personnel files.
15. True or False: Providers can rely on the MERIT system to keep track of all STARS training, including this basic 30-hour training, and it is not necessary to have it on file in the center for licensing visits.
16. If a center employs more than ____ people, certain written policies must be in place and discussed with each employee that is hired by the program.
- A. ten
 - B. five
 - C. two
 - D. twenty-five
17. Once a child care center is licensed, the licensor will do a monitoring visit at least once every ____ months if you're a child care center provider, and at least once every ____ months if you're a family home provider.
- A. 12, 14
 - B. 18, 12
 - C. 12, 18
 - D. 12, 24
18. True or False: Some centers have found it useful to include a checklist in the front of each provider's personnel file to keep track of records, but it is not required.
19. True or False: Family home child care centers do not need to worry about licensing monitored visits.
20. Information about a child or family that is considered confidential information should be:
- A. Posted in the provider's office
 - B. Kept in a safe place where it cannot be accessed by the general public
 - C. In the child's portfolio
 - D. None of the above

Module 9: Program Planning and Development

☒ Check for Understanding (Answer Key)

- | | |
|----------|-----------|
| 1. C | 11. True |
| 2. True | 12. True |
| 3. False | 13. D |
| 4. C | 14. True |
| 5. True | 15. False |
| 6. True | 16. B |
| 7. C | 17. C |
| 8. False | 18. True |
| 9. D | 19. False |
| 10. A | 20. D |